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THE CHICAGO TEACHER:

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EDITORIAL.

SOME one has said that no boy is so lost to influence that he may not be reclaimed—a sentiment which **THE TEACHER** most heartily endorses. And we cannot but feel a profound pity for that teacher who can not find some tender sentiment to which a successful appeal may be made, or who has not magnetism sufficient to attract to himself and control the waywardness of those so-called incorrigible children—wayward not because of an innate proneness to evil, but because of their vicious surroundings, vicious parentage—the very atmosphere they breathe—the sustenance they drink at the mother's breast reeking with a subtle contaminating poison. It is painful to witness with what cheerfulness the suspension of such pupils is often contemplated, with how much alacrity their faults are searched for, and found out, and how promptly they are brought before the judgment seat, and sentence pronounced upon them, with not so much as a pleading on their behalf, no sentiment of pity for their distorted nature, or compassion for their ignorance of whatever is good or pure. The voice is not heard that tells of the blackness of darkness in which their moral nature gropes; that tells of the fightings within and the buffetings without, there is nothing heard in way of appeal that possibly *all* is not evil within them. Teacher, stop! consider that the great difference between you and these culprits about to be cast beyond the pale of the influences which they sadly need, and which they have a right to claim—your influence, the influence of good surroundings—the influence that springs into active life when his possibilities are touched, is one of early training. You are by nature not one whit better than they, no holier, nor more divinely created. We can not contemplate the arraignment of vicious children without the thought that there is some one, nay, many whose possibilities are large enough to attract such, as the magnet does the steel. Were the possibilities of children more sought after, their nature, tendency of character more studied, overshadowing the

evil by a growth of the good, were there a deeper insight into the forces that operate *pro* and *con* upon mind, a fuller sense of the responsibility that attaches to every one who assumes to teach, we should hear less of the "total depravity" of children, and see less of the mischief that prompts every motion. The responsibility of the teacher in this direction is all the greater because these children have no other friends or counselor, no one who cares to lead or train to good habits—and to shirk or evade this duty is but to prove one's self a coward. There ought to be no suspensions from our public schools, and no city can afford to permit one child to grow up in ignorance or depravity. There are so many whose personal presence is so great, whose personal "out go" is so commanding that it were economy to make selection of such *at any price*, to whose management it would be prudent to commit these incorrigibles, so-called. We make an appeal on behalf of those who are the Arabs of the school, and who are unfortunately so little understood. We ask for further grace and yet untried efforts. The fact that there are seasons when all is smooth sailing is proof strong that there is an element within them that responds to the good, and that if the conditions are favorable, predicated results are pretty certain. The fact that a tree may be broken and destroyed in a storm is no proof that with genial sun and gentle showers its growth would not have been assured. So, **THE TEACHER** asks for more of those noiseless influences that build and finish, that are not seen but felt, transforming a wilderness of thorny traits into a character that shall blossom as the rose, and bear fruit a hundred fold.

ONE OF THE constant annoyances of a principal, small, it may be, but irritating because of its constancy, is the constitutional tendency of each and every one of his twenty clocks to pursue the uneven tenor of its way, independent one of the other, and all totally regardless of the revolution of the earth upon its axis. Some go too fast, some too slow, some won't go at all—unless you carry them, or, which we regret to say is very seldom done, *drop* them. We have often laughed over the discomfiture of those thieves that broke into one of our schools, some years ago, and stole all the *clocks*! How perfectly non-plussed they must have been if they ever attempted to make use of them! If they had appointments "down town," we venture that they never kept one of them, if they relied on either of *those* clocks! And if their wives endeavored to regulate the internal economy of the house by them, we know there was trouble.

But there is prospect of relief—to the teachers, we mean.

An enterprising firm of this city has patented an "Electrical Programme Annunciator," by which simultaneous signals may be given in every room of the largest school. No more winding of twenty clocks! no more "setting" them every morning, and "starting" them every five minutes, only to have them stop as soon as your back is turned. No more wondering what has become of "that boy," whose duty it is to ring the bell for recess, who is probably studying the phenomenon of a wagging pendulum and fixed pointers. No more messages from twenty rooms twenty times a day—"Teacher says her clock has stopped!" No more confusion in dismissing because "my clock is too slow;" no more wasting of time by divisions sitting idle "waiting for the bell to ring." No; none of such troubles. Keep one clock moving, and it signals automatically to every room in the building; every five minutes, if you wish.

THE HIGH school examination passed with unusual quiet, and with much less strain on all concerned. One day at the High School building from 10 a. m. 1 p. m.; a second at the pupil's own school, under charge of a High School teacher, from 9 a. m. to 1 p. m., with fifteen minutes recess. The Superintendent examined in Reading, each class in its own school; the Assistant Superintendent in Writing, the High School teacher of Drawing examined in Drawing, in the same manner. The fine success of the candidates is indicative not only of their careful preparation, but of the excellence of the arrangements for their examination. Of the four hundred and seventy one examined, but *four* failed; and the averages of these were so high that several members of the Board were in favor of admitting them.

IN THE absence of all the facts that led Supt. Fields of Brooklyn, and afterward the committee to whom the matter was referred for investigation, to report adversely to the practice of having boys and girls recite in the same classes and attend the same school together, we must, on general principles, characterize the movement as incorrect in principle and injurious in practice. We must regard this action as based upon an insufficient foundation, or that there has been a grievous lack of effort upon the part of those whose duty it is to have a daily supervision over the children at school. How immoral practices can prevail at buildings with separate play grounds, separate modes of ingress and exit, with teachers in constant attendance, and a supervising principal connected with each school, surpasses our comprehension. In all the schools in the West it is an unheard of thing, and with the safeguards that should attach to the management of every school, it would seem next to an impossibility that a system of schools in the "city of churches" should be so tainted with the practice referred to as to require such violent legislation as is recommended. As our observation goes there are no evils connected with mixed schools that are not incident to the association of each sex in separate schools, while the benefits attending their association in the same school-room and the same classes are numerous and weighty. We can not but feel that the family organization, divinely instituted, is the type of the school organization, and what is true in the management of the one is with emphasis true of the other. Children need oversight, wholesome restraint, conscientious and pure leadership and skillful training at school, as they

do at the home. The characters of the sexes counterpart each other in the family, and to the same degree do they reciprocally invigorate, soften and embellish their respective characteristics in the school.

The tender care of the mother in the one is transferred to the cultured and faithful teacher in the other. We have known a gentle and refined girl, by her very personality, develop a boy into a genuine self-respect and manly sentiment, and many a girl has been elevated and strengthened by a dignified and strong character in a boy, and so it seems to us there is mutual advantage growing out of mixed schools. We ask in good faith, why separate boys and girls in the schools, when they are associated in family and in every social relation? Why train them to believe they are dangerous to each other, and put them under ban, at times when their association can be made, reciprocally, the most profitable? Out upon such ostracism, and let us treat and train our boys and girls as though we recognized their possibilities to themselves and to society, their destinies as men and women. In our judgment, a mutual respect can only be engendered when they are tested side by side, and eye to eye, in the preparation for the grave duties and responsibilities of adult life.

IT HAS BEEN a favorite theory of ours that mental states and products largely depend upon diet; and that a man can regulate the character of his intellectual efforts by attention to his food. We believe that a scientific investigation into the pabulum of the men whose immortal names the world refuses to let die would reveal the secret of their greatness. Upon what did Shakespeare subsist? What nourishment supported the blind Puritan during the weary night of years that gave birth to *Paradise Lost*? From what dry fodder did Locke, and Stewart, and Hamilton evolve their interminable metaphysics? From what juicy sustenance did Homer draw those epics which are unapproached and unapproachable? Upon what highly spiced viands does Swinburne feast his muse?

We are happy to find our views supported, partially, at least, by so eminent an authority as George Francis Train, who, attributing his comet like course to the influence of animal food, proposes to lapse into respectability by the sparing use of Graham flour and oatmeal.

We are led to these reflections by the absence of poetical contributions to this number of *THE TEACHER*, for the stanzas on page 126 were in type for our July number. We had always supposed that "the debate between the delicate acid of the strawberry and the insinuating-sugar, softened by the ever charitable and white-mantling cream," (that is the way one of our exchanges puts it) was conducive to poetry; and when we learned of the wholesale indulgence of some of our poets in this "delicate acid," etc., we expected a poem which should rival in flavor the "kiss of this luscious benefactor of sun-burned humanity." But we were sadly disappointed; we must revise our notes on this subject, and record our conviction that strawberries and poems do not agree in the stomachs?—no, in the brains, of Chicago poets.

WE INVITE the attention of all, especially of those teachers whose discipline fails to satisfy themselves, to the eminently wise remarks of Supt. Harris, of St. Louis, on "Organization," in our *SELECTIONS*.

THE views of so prominent a man as WM. T. HARRIS, upon the topics which are engaging the attention of educators must be interesting to all readers of THE TEACHER. We condense from his last report his opinions on the following subjects, referring those who desire his thoughts more at length to the last Annual Report of St. Louis Public Schools (1872-73).

I. Co-education in District Schools.

Mr. Harris has had unusually fine opportunities for studying this subject: first, his own education having been part in "mixed" schools and part in those open only to the male sex; and second, from the fact that, prior to 1858, the sexes had been kept distinct in the St. Louis Grammar Schools: and that, beginning with that year, all the Grammar Schools but one have been re-organized, and now admit both sexes. Mr. H. still holds the opinion expressed three years ago, and endorses the statement of Richter: "To insure modesty, I would advise the education of the sexes together: for two boys will preserve twelve girls, or two girls twelve boys, innocent, amidst winks, jokes, and improprieties, merely by that instinctive sense which is the forerunner of natural modesty. But I will guarantee nothing in a school where girls are alone together, and still less where boys are." Mr. H. also quotes from his report of 1870, as expressing his views at the present time. He then claimed as results of co-education, 1. Greater economy; 2. Improved discipline; 3. Greatly improved instruction; 4. Sounder and healthier individual development.

II. Co-education in High Schools.

"The statistics of the attendance of girls in the St. Louis High School, compared with that of their percentage in scholarship, does not allow us to conclude that the progress of the classes suffers on their account."

III. Identical Education.

"The demand for the same course of study is paramount, that for co-education subordinate, though of considerable importance."

IV. The Conflict between the Public Schools and the Colleges.

"It seems to me that the Public School system is substantially the correct one, and that the higher education of the country should adapt itself to it." "That the requirements of the College are not in accordance with the spirit of the age, nor with sound psychology, is a startling proposition, but nevertheless true, if the thoughts of the profoundest psychologists and educational writers, from Pestalozzi down to Froebel, are to be accepted." This does not mean, as many might suppose, the abandonment of Latin and Greek, for which languages Mr. H. makes an earnest, elegant and forcible plea, quoting with approbation the remark of Schopenhauer that "A man who does not understand Latin is like one who walks through a beautiful region in a fog; his horizon is very close to him. He sees only the nearest things clearly, and a few steps away from him the outlines of everything become indistinct or wholly lost. But the horizon of the Latin scholar extends far and wide through the centuries of modern history, the middle ages and antiquity." Nor does Mr. H. believe in the substitution of a modern language for Latin or Greek. "To suggest the study of German or French as a substitute for Latin or Greek would be paralleled in the science of Zoology by suggesting a study of snakes instead of tadpoles in the embryology of the frog." "If

a pupil were to remain only one year in the High School he ought, by all means, to study Latin during that time: it will come the nearest of all his studies to endowing him with a new faculty—with a new power of insight."

V. Kindergarten.

"The results [of an experimental school on the Kindergarten plan] have thus far surpassed expectations. The formation of habits of cleanliness and politeness is marked and successful. But the development of the intellect in making quantitative or mathematical combinations is more surprising. Geometry and arithmetic seem to unfold simultaneously in the minds of the pupils. They are trained to exercise their faculties in recognizing form, shape, and number, as well as in design. * * * It would seem as though Froebel had especially in view the education of a race of industrious and useful people."

VI. Oral.

"The oral work in the lower grades has been increased and systematized with a view to prepare the pupil's mind, gradually, for each branch of culture from the day of his entrance into the school."

VII. Leigh's Phonetics.

"I am fully convinced that one-half of the time usually spent in learning to read by the word method may be saved by the use of this system." "The pupil usually occupies less than two quarters, or almost seventeen weeks, in finishing the Primer [McGuffey's], and one quarter in finishing the First Reader. He then takes up the Second Reader, which is printed in ordinary type." "His transition to ordinary type never occasions any difficulty. Bright pupils can, in one year's time, read the two phonetic books, finish the Second Reader in ordinary type, and make considerable progress in the Third Reader in McGuffey's series."

THE charge of favoritism is sometimes brought against a teacher who is conscious of the determination to treat his pupils with the most scrupulous impartiality, and who therefore resents it with indignation. And yet it may be true, notwithstanding. The charge, such as we have in mind, usually comes from the friends of a troublesome pupil, who, they claim, has been made the object of the teacher's vindictiveness, a scape-goat for the sins of the school community. They do not deny that the boy is troublesome, but they think, and with reason, that his bad qualities have been developed rather than repressed, by the teacher: that few encouraging words ever fall to his lot, but that justice, untempered by mercy, is his constant portion. We think teachers frequently err in this way: that while their treatment of a pupil is *just*, while "he deserves more than he gets" in the line of reproof, their whole course is calculated to widen the breach, and make the pupil worse rather than better. Let us quote as *apropos*, Mr. Beecher's reply to a friend who asked his advice in regard to one upon whom prayers and entreaties seemed to produce no good effect: "Nobody likes to live in an atmosphere of incessant reproof. If you want to win his heart and melt his opposition, do not darken his life by making him feel, even by your looks or air, that you are groaning over him as a miserable sinner. Make life cheerful to him; make your own love for him a source of joy; let your piety be full of sweetness and light; *show the utmost appreciation of his good qualities*, and be patient!"

SO THE West Point examiners rejected nearly half of the last batch of appointees, because they could not read, nor spell, nor write, nor "cipher"! All honor to the examiners, who do not propose to make West Point a primary school, and who doubtless know that there are thousands of young men in the country able to pass the required examination, who look with longing eyes upon the splendid training of the military academy. But shame on the boys, and more shame on their instructors! But according to Mr. Hale, in the July number of *Old and New*, "It is not West Point alone which rejects half the people who apply for admission. There is not a bank which wants a new teller, there is not an importer who wants a new clerk for correspondence, there is not a clergyman who wants a new amanuensis, there is not a merchant who wants a new book-keeper, who does not reject nine applicants out of ten, for the very reasons for which West Point has rejected these boys, because they cannot spell, they cannot write, and because they do not know what the rule of three means. And thus we come round again to the question which our July number is always asking, 'Would it not be better to teach three things thoroughly, than a thousand things ill?'"

The importance of elementary drill is recognized in the best foreign schools, as we believe it is in the best schools in our own country. In the schools in Paris, for instance, the children are instructed very carefully in spelling, grammar and writing. The average French boy at the age of ten or twelve years writes better French than thousands who apply for admission to our colleges write English, better in spelling, in grammar and in penmanship. The proper use of his own language is the one thing above all others that the French and German boy must learn. Says a writer on French and German schools, "The key note of the instruction is patient, constant, and unrelenting attention to the foundations of learning before the higher branches are to be attempted, or even thought of." In many of our own schools there seems to be an attempt to teach too many things, and to teach subjects far beyond the comprehension of the pupil. It would be amusing, were it not lamentable, to notice the "courses of study" which afflict the innocents in many schools. All the animals that have survived the flood; enough plants for the materia medica of a college of herb doctors; astronomy; physics; geology; etc., etc., a large portion of which must be taught, if taught at all, at the expense of necessary work; and all of which might be taught to greater advantage later in the course.

WE ARE at last beginning to appreciate the fact that we are wasting many of the best years of a child's life by overworking his teacher, that is, by not working the child enough, in not giving him the attention necessary to develop his powers. A move in the right direction has been made by the Faculty of the Military School at Northfield, Vermont, who propose to give a competent instructor to each group of four boys fitting for college; the teacher to devote himself *exclusively* to the care of the four pupils assigned to him. We hail this announcement as an indication of the soundest sense on the part of the managers of the Northfield school, and predict for it the most brilliant success. Those boys are to be envied. They will accomplish double the work in half the time, and will do it better, than on the usual plan.

THE GREATEST evil now besetting our city schools, one from which there is no hope of present relief, is the fact, well known to at least every principal and primary teacher, that our primary divisions are too large: that more pupils are assigned to each primary teacher than she can possibly teach well. This is particularly true of tenth grade, in which pupils need so much individual attention, and yet lack the ability of long continued application. The amount of labor devolved upon a tenth grade teacher having the usual number of pupils, is only equaled by the amount of time wasted by the scholars. A skillful teacher can manage to keep interested and busy every member of two classes of a dozen or fifteen pupils each. By alternating them every ten or fifteen minutes, she can keep all profitably employed. But when a third class demands her care, and then a fourth, the first and second are neglected, become idle, fall into mischief, and interfere with the progress of the other classes. The plan of "double," or half-day divisions, is admirable, as long as the number in each does not exceed thirty or forty: beyond this they are cruel: cruel to the teacher, cruel to the children. It would be true economy to limit the number of tenth grade pupils in a division to thirty: truer economy would limit it to twenty.

WE HAVE said elsewhere that sometimes pupils are forced to have an acquaintance with every animal that has survived the flood, but we wish to modify that statement somewhat. There is *one* animal strangely overlooked by school directors and teachers; whose organization, habits, needs seem to demand little or no attention. We mean the animal *man*. Years of study are given to the Scratchers, and Waders, and Swimmers, and Hollow-Horned Cud-Chewers and Solid-Horned Cud-Chewers; chromos and cards in brilliant colors, of plants, of birds, and of quadrupeds are spread before the eyes of the child; but no such help given for the understanding of his own structure. A pupil of Mr. Alcott's school is reported to have said that he did not know that he had a mind until he became an inmate of that school; but there are thousands who leave our schools who are ignorant not only of the existence of their minds, but of their bodies, except as they can see and feel them. The simplest laws of health, which every child of eight years might be taught, and which every child ignorantly violates, would seem to be proper matters of instruction. A little less Botany, and a little more Hygiene; a little less Zoology, and a little more Physiology, would save many a year of ill-health, many a life. One would think that we believe

"The proper study of mankind is man."

approached, in the Darwinian style, through the vegetable and the brute creations.

THE VALUE of that most important of the senses, *sight*, is yet, we believe, under-estimated by many. Sir Joshua Reynolds declared that he could never look upon an inferior painting without reproducing some of its defects in his own subsequent work. Prof. Smith, in his "ART EDUCATION," illustrates the same point by the following incident: "A manufacturer of fabrics in England found out the best designer in Paris, and invited him to become his master-workman, offering a salary almost as great as that of a cabinet minister, to tempt him to comply. The artist gave up his beautiful Paris, and located himself in

a luxurious home on the bleak hillside of a Yorkshire moor, in sight of the tall chimney and town where his designs were manufactured. For a short time the experiment succeeded; but he rapidly found that, among the smoke and dirt and hideous ugliness of a manufacturing town, virtue was going out of him. His work became first tame, and then ugly; and within a year he threw up his appointment, confessing that in such a place he could not design, and what power he had originally possessed he was losing day by day." The superiority in the taste of the French designers and workmen is partially caused by their constant access to galleries of art, by which their taste is developed. We can perceive the unconscious influence of a teacher's style of writing in the chirography of the pupils. The best class in penmanship which we know is one whose teacher teaches the principles of the art indifferently well, but whose handwriting is a model of beauty and grace. Her pupils imitate her, many of them no doubt unconsciously, and with the happiest results. So we believe that school authorities undervalue the worth of wall maps, which teach silently, but constantly and powerfully. Outlines of both natural and political divisions are impressed upon the mind without effort by the pupil: the picture is transferred to the brain unconsciously. Our own knowledge of outlines of continent, grand division, island, peninsula, etc., we can trace directly to the huge patches of yellow and red which the wall maps always presented to our sight, but which were never used by the teacher for any purpose whatever. We do not say that the walls of a schoolroom are ornamented most artistically or most profitably when hung with maps; engravings and oil paintings would suit our taste better; but most of the school rooms in our land are as bare of ornament as the faces of Bunker Hill Monument, and a set of handsome mural maps would not disfigure them.

WE ARE all the creatures of *moods*, more or less. Our school work was pleasant yesterday because of the happy frame of mind in which we were: it is trying to body and soul to-day, because of our own mental or bodily condition. So a pupil's disposition is affected by circumstances of which we are ignorant, but which, did we know them, would palliate or wholly excuse many a fault for which we unmercifully punish. A scolding mother, a tyrannical father, a poor breakfast, a night sleepless from pain, disappointment in cherished plans, general ill-health, may cause a frame of mind utterly unfit for study, and a disposition so irritable that the most marvelous self-control is necessary even to preserve a proper decorum, much more to apply one's self to mental toil. And even when none of these or of similar causes exist, there are frequently others, inherited tendencies, etc., which are none the less powerful because unknown even to the sufferer himself. Let us exercise care, fellow teachers, that in our earnest desire for the progress of our pupils, we do not drive the chariot of our authority over their tender natures.

IN THE matter of Geography, rather of *Geographies*, the world moves. The outcry of teachers, directors and parents, if not the wailing of the children, has reached the ears and touched the hearts (or shall we say *pockets*?) of the Geography makers. *Five* books in *one*: no, *one* book

instead of five! "Comprehensive Geography," including Physical, Descriptive and Historical Geography, Roman Empire, Ancient Italy, Ancient Greece, Tour in Europe, Map Drawing, Statistical Tables, all in *one hundred pages*, many of which are occupied by maps, others containing large and handsome pictures! How we envy the children who are to escape the minute study of every crowded map and tedious page in the old books! And here is another: "Brief Course in Geography," in *ninety-two* pages, including Map Drawing and tables; or *eighty* pages, excluding them! Happy children! and wise book-makers, who, having felt the educational pulse, have detected the fever throb against the old burden of useless details! To which one of the enterprising publishers we are indebted for this new departure we are not perfectly positive, and value our peace of mind too much to venture an assertion; but we understand that most, if not all, of the publishing houses that devote their energies to the diffusion of useful knowledge in regard to our terrestrial ball, either have condensed, or are condensing, the facts which they regard as absolutely essential for every child to know, into *one book*. Thanks, friends; may your profits be inversely as the quantity of matter which you put into these truly beautiful books!

THE SIXTH ANNUAL MEETING of the Illinois Society of School Principals, at Galesburg, July 7th, 8th and 9th, was profitable and thoroughly enjoyable. The attendance was larger than at any preceding meeting, notwithstanding the intense heat. The papers read had been prepared with great care, and received the most earnest attention.

The discussions of the various papers showed the interest with which they were received: we mean their *oral* discussion: since the members appointed by the committee to discuss the papers read appeared each with a formidable roll of manuscript, and thus were prepared to discuss the subject, but not the paper which had been read on the subject. There was, however, no lack of extemporaneous debate.

The sessions were opened on Wednesday by an address of welcome from Hon. C. L. LEACH, JR., President of the Galesburg Board of Education, which was followed by the address of the President of the Society, M. ANDREWS, of Macomb, a calm, thoughtful, well-digested effort. This was succeeded by a witty speech from Mr. MAHONY, of Chicago, who presented the humorous side of the "Problems to be Discussed" by the association. Mr. HANFORD, of Chicago, then read an exhaustive paper on "Examinations," part of which is given in the columns of THE TEACHER. The discussion which followed showed the eminently practical character both of the essay and of the association. Mr. LEWIS' noble paper on "Truancy" was followed by a spicy debate in which wit and sarcasm were quite prominent, and in which a veteran "missionary" was thoroughly worsted; but in which no one, not even the victim, lost his temper. The spirit displayed throughout all the sessions was admirable: many keen thrusts were given and received in perfectly good humor. Partly as a result of this paper were the resolutions of the Society taking strong ground in favor of truant officers and truant schools, which were adopted on Thursday. Mr. GOVE's paper on our "Relations to School Boards" was followed by *relations* of personal experience by several gentlemen, some of which was amusing, some creditable to the mag-

nates, but all instructive. The evening was occupied by a lecture from the Rev. M. J. SAVAGE on "The Relations of the pulpit to Popular Education," a brilliant production from this talented man, for whom Boston and Chicago are now contending. On Thursday was read an eminently practical paper by W. B. POWELL, of Aurora, advocating the establishment of training classes in our graded schools. This developed a warm discussion, one of the amusing features of which was the denunciation of lazy teachers by a missionary, who, during his own pedagogical days, was daily accustomed to take his post-prandial nap in the presence of his school. This was followed by essays on "Female Teachers in Public Schools," by Miss SPRAGUE of Chicago, Mr. C. P. SNOW of Princeton, Miss PENNELL of Polo, and Mr. PARKER of Joliet; and this by papers on "Reference Libraries," by Mr. PIPER of Mt. Morris, and Mr. SWAFFORD of Oneida. Miss Pennell's paper was of great interest, and evoked a warm and lengthy discussion, which even the arrival of the dinner hour could scarcely terminate.

The executive committee, Messrs. WALKER, SEYMOUR and BATHURST, deserve the thanks of all present for the rich and varied entertainment provided in the programme; a programme which was well carried out. Mr. Roberts, of Galesburg, in whose High School building the sessions were held, was successful in making every one feel perfectly at home; and the "Sixth Annual Meeting" must be pronounced a success in all particulars.

The papers of Messrs. MAHONY, HANFORD, LEWIS, and Miss SPRAGUE, and the lecture of Rev. Mr. SAVAGE, will appear in THE TEACHER.

IN THE change of both editors and publishers it is most likely that some of our subscribers may fail to receive their TEACHER. If they should, we hope they will notify us at once. We confess that this sounds very much like the postscript of an absent man to his wife, "If you fail to get this letter by Tuesday night, tell me what there is in it you don't understand;" but we can do no better at present.

DON'T WORRY. Good results are inversely proportioned to the amount of fretting. The strength consumed in worrying sixty three pupils into a dislike of school, lessons, teacher and each other, might impart to them half their "oral." Don't worry yourself. Don't worry the principal. Don't worry your pupils. Don't worry their parents. DON'T WORRY.

ONE of the most successful teachers in reducing unnecessary absences and tardiness adopts the plan of reading, at the close of the month, the names of all pupils not perfect in attendance during that month, with the reasons assigned for their irregularities. It has worked well, and is worthy of a trial by all whose pupils are occasionally detained upon frivolous pretexts.

TEACHERS frequently waste their own time and the time of their pupils, discourage themselves and disgust their children, by attempting impossibilities in apparent ignorance of the laws of mental action. A careful study of *mind*, that upon which or with which a teacher works, would astonish some of us, would cause us to wonder, not that we have accomplished so little, but that we have succeeded in anything.

CONTRIBUTIONS.

EXAMINATIONS.

Read before the Illinois Society of School Principals, Galesburg, July 8th, 1874.

The stability of democratic government rests upon the intelligence, uprightness and self-supporting ability of the individual citizen.

In the necessity for sure means of developing these essentials in the individual originated the free school, the true province of which is to exalt the state by exalting the individual. It seeks to accomplish its design by placing within the reach of all the children of the land those instrumentalities which promote the growth of moral, mental and physical vigor. The proper character of the instrumentalities must be determined by a careful study of the nature and destiny of those who are to be affected by them.

The child therefore is the unit of consideration. His interests are paramount. The value of all educational means must be measured by their fitness for contributing to his elevation to the full stature of true manhood. All questions of school polity, whether they pertain to instruction or discipline, can be rightfully determined only by placing the child in the foreground and by subordinating the state, the family, and the teacher. The teacher is at the foot of the list of interested parties, and the fact is worthy of notice because so many teachers plan and execute as if the schools were made for them and not they for the schools.

In the discussion of my subject therefore, I shall try to be consistent with this truth,—that all interests are best subserved when the real interests of the child are best subserved.

Examination for promotion implies gradation. Gradation implies a systematic arrangement of the subjects of study and their assignment in definite quantities for each grade. This gradation is the product of that utilitarian spirit of the age which, in educational, just as in mechanical art, seeks to economize force by a judicious division of labor. The pupil is assigned the kind and amount of mental work suited to his age and wants; the teacher, from traversing a limited field of investigation and instruction acquires, by repeated experience, increasing familiarity and skill—not, however, without encountering some narrowing influences, of which it is foreign to our purpose to speak. Parenthetically I may remark, that each successive grade, from the lowest upward, should comprise whatever will conduce to the highest welfare of the child, at whatever period circumstances may lead him to terminate his school-life.

Examinations are made by some supervising authority for the purpose of measuring the amount of knowledge acquired by the pupil and the amount of thinking power developed through its acquisition. Incidentally, they should present teacher and pupil a correct standard of measurement and stimulate both to highest-effort.

Let us consider, in the first place, when they should be made, and in the second, how they should be conducted.

When should examinations for promotion be made?

Should they be made at the close of each school year, of each school term, or whenever a majority of the class have completed their grade work? If all pupils had the same working capacity and could attend school without inter-

ruption from sickness, or other cause; if all teachers were equally successful in instructing, there would be no very serious objections to the yearly and term plans; but unfortunately there is no such uniformity of ability, no such freedom from embarrassing circumstances. Pupils do differ greatly in natural aptness to learn; they differ too in age at time of first entering school. Of two pupils equally endowed by nature, but differing one or two years in age, the elder can progress the more rapidly. Some pupils are blessed with good health and favorable home surroundings, and can therefore be constant in attendance; others suffer from ill health, bereavement, poverty, or other misfortune, and are irregular in attendance. Parents move from city to city, and their children enter upon new school relations at all times of the year. The greatest accession of young pupils—the six-year-olds—is in the spring; these, in the case of annual examinations, would continue the remainder of the entering year and all of the following year in the lowest grade. Teachers differ so much in professional skill and in application that one will often do in six or seven months as much as another of equal experience will do in ten months.

Any system of classification which ignores a single one of these important points is defective.

If the progress of bright pupils is impeded by class association with the stolid and phlegmatic, they will contract loose, careless habits of study; if the slow, by the same association, are goaded beyond their strength, they will faint by the way. What we need is a system of classification within the limits of each grade and of promotion from grade to grade, elastic and flexible enough to meet all these modifying conditions.

In the grammar schools of Chicago, the pupils of lower divisions are usually arranged in four classes; those of the middle, in three classes; those of the higher, in two classes, and each division usually contains but one grade. The classification is made by the teacher in charge (provided it involves no change of grade) and is subject to frequent re-adjustment. Pupils are moved from one class to another, above or below, as their interests may require. In all grades but the first, classes are examined for promotion whenever their grade work is completed. It is no rare thing for a bright child who is eight years of age at the time of entering school to be placed in a class the average age of which is less than seven years. Knowing, perhaps, a little reading and spelling, but nothing in numbers or writing, the child must join one of the lowest classes. His maturity and brightness soon place him at the head of his class and cause him to be promoted from one class to another until the highest of the grade is reached in which he is not compelled to wait long for an examination for promotion. After promotion, he has the same opportunity to pass as rapidly through the successive classes of the new grade, as his interests require.

To keep full divisions in the higher grades and to prevent overcrowding in the lower—or to adjust the inequality of numbers arising out of what Supt. Harris, of St. Louis, aptly terms "continual accession to the lower and continual withdrawal from the upper grades," often requires the transfer of pupils in less numbers than by classes, and at times when classes are not prepared for examination. We meet this difficulty by transferring a few of the most proficient pupils of the first class to the lowest class of the

next division when the grade is the same. When the first class in a division is the highest in a grade, and changes are needed, principals frequently examine the entire first class, and promote those scholars who prove strong enough to undertake the advanced work.

The transfer of the best scholars to higher divisions, without examination, is, however, a source of no little disappointment to ambitious teachers who pride themselves on class promotions and high averages. It is a justifiable ambition, provided it is not allowed to interfere with the true interests of pupils. Injudicious teachers may be very unwise in the classification of pupils, and careful supervision is needed to prevent such teachers from degrading pupils who ought not to lose rank. These are they who think the schools are made for them, whose highest ambition is to promote entire classes on high per cents., regardless of the disastrous consequences to those whom they may have "weeded out." The true plan, as Mr. Harris says, is "to sift up and not sift down." It encourages instead of disheartening pupils, and secures full classes for the teachers of advanced grades, who generally are more efficient and better paid.

The annual plan seems based on the assumption that all pupils enter school at the beginning of the school year; that all have a dead level of capacity unaffected by natural gifts or fortuitous circumstances; that all teachers are as like as so many brick cast in the same mold. This plan must be a capital contrivance to quench the spirit of vivacious pupils and progressive teachers. Think of a live teacher spending a year with wide awake children on the same work that is exacted from a bass-wood teacher with blockheads, in the same length of time, and you can imagine not only what drudgery but what folly!

The advocates of this plan deprecate the frequent change of teachers to which pupils are subjected by frequent transfer. They maintain that pupils who fail in examination need another year of drill in the same grade.

The Superintendent of the schools of Oakland, Cal., in his last annual report—a good one, by the way—in speaking of the failure of pupils to pass examination, who had been two years in a grade, says: "It shows that the same causes which prevented their promotion at the end of the first year, whether irregular attendance, idleness, carelessness, or want of ability on their own part, or that of their teachers, operated during the second year to produce the same result; among those who stood lowest were some who had been longest in the grade."

So far as change of teachers is concerned, the argument seems frivolous. In a system of schools well graded, pupils lose but very little in passing from one good teacher to another, if the latter has been in service long enough to be familiar with her grade work. But few days at the most are needed to become acquainted with the characteristics of the pupils. I have often been surprised at the promptness with which a class just promoted settled down to steady work in their new relations. The change that does involve great loss of time to the pupils is that which consigns them to the care of one who is not only a stranger to them, but to their grade work and to the system. And this is an unfortunate necessity quite as often when promotions are not to be made, as when they are.

There are positive advantages, too, in bringing the child into contact with a varied instruction. The warp-

ing influences which may have marred the work of one teacher, may find their corrective in the truer work of another. The indifference, stupidity, or maliciousness which thwarted the efforts of one, may yield to the peculiar ways of another. In regard to spending another year in the grade, in case of failure, it would seem that the thought of spending so much time on studies now divested of attractive freshness is enough to make a child reckless about attendance and careless in work. His parents may consider constant attendance immaterial, as the work is not new, or may feel that the child has been the victim of incompetent teachers. Again, the child's service may be needed by parents who have struggled hard to keep him in school as long as possible. Moreover, the studies of the advanced grade may afford far more profit than a review of those just passed over. Only a small per cent. of pupils ever complete the curriculum of our grammar schools, and as the schools should be administered so as to secure the greatest good to the masses, frequent opportunities for promotion are a cardinal feature of the best systems of gradation.

Examinations for admission to the Chicago High School occur at the close of each school year. In order to secure a full year for first grade, the principal must try to promote his second grade at the close of the previous year, and the tendency is toward annual examinations, in opposition to the general flexibility of our system. Sometimes it so happens that a class is promoted to first grade in January or February, and then is dragged over first grade in time to be presented for admission to the High School in June. Pupils of such classes are seldom able to do justice to their new studies and require an undue amount of the instruction. Failure in the examination is followed by the maximum of discouragement, because a whole year intervenes before another examination occurs. The result is that few ever return to the Grammar School and present themselves for a second trial.

If two or three opportunities to make up their deficiencies were afforded annually, many who drop entirely out, would continue through the course.

Term examinations give three opportunities for promotion each year, instead of one, and hence are by so much the better:—still, there is that cast-iron rigidity about them, that you must do just so much in just so long a time, which tends to the discouragement of enterprise, and to running in ruts.

The best probably that can be done—even in large cities, is to have term examinations for admission to the High School, and all other examinations whenever the classes have fairly completed their grade work.

How should examinations be conducted?

This also should be determined by considering the highest interest of the pupils. The vital question is: By what means can we most correctly measure their real proficiency, and wisely decide whether they ought to advance or review? The decision may rest in part on the judgment of the teacher, as shown by the records kept, and in part on an examination, or may rest wholly on an examination. The examination may be either oral or written, or a combination of both. Each method has its advantages and disadvantages. The advantages of the oral method are:

1. It gives the examiner the opportunity of changing

the form of a question which may not be apprehended as originally stated. We all know how often, in ordinary recitation, pupils prove to know much when they seem to know little or nothing, until the question has been restated, in a modified form.

2. It enables the examiner to determine whether or not the words of the answer clothe the real thought of the pupil. An amusing illustration of this point occurred in one of our schools: The Superintendent was questioning a class of 8th grade pupils about the elephant. Something incorrect was stated concerning the animal's trunk. A mercurial little chap, eight or nine years old, volunteered to correct the mistake. He went on to describe the part and its functions, and said: "He uses the trunk to convey food to his mouth." "Convey the food," said the Superintendent, "What do you mean by that?" "Why, transfer it," said he, in an impatient tone. "Transfer it!" said the Superintendent, in assumed astonishment, "Well, what do you mean by transfer?" "Carry it to his mouth," he replied, with marked impatience of tone and gesture. The boy meant what he said, and said what he meant.

Quite as often, however, we find no definite thought lying back of words fitly spoken.

3. It individualizes the pupil, tests his self-possession, his ability to apprehend quickly and to reply promptly.

4. It gives the greatest facility for tracing the methods of instruction that have been used. Question and answer may follow each other until a clear exhibit is made of the care, or neglect, that has characterized the methods.

5. There is no necessary limit to the number of questions, consequently the widest range may be given to the examination, and the greatest minuteness of detail entered into.

6. It is most helpful to the teacher in suggesting proper standards of accuracy and comprehensiveness.

The disadvantages are:

1. It does not apply an equal test to all pupils; some will receive more difficult questions than others. Partial or entire repetition will inevitably occur, if classes are large. The only remedy is to prepare a list of questions, and, taking each pupil alone, propound the whole list to him.

2. It is difficult to frame the questions so that one pupil shall not derive assistance from the answers of another, even when there is no repetition.

3. It is liable to degenerate into a mere conversation, in which the examiner is drawn into suggesting a little here and a little there, and thus interrupts the independent action of the pupil.

4. It is impossible to frame impromptu questions with sufficient care, or to scale the answers with absolute accuracy.

5. It requires a great deal of time.

The advantages of the written method are:

1. It applies an equal test to all, provided the questions are fairly scaled. All have precisely the same requirements to meet under the same conditions.

2. It permits the pupil to think deliberately and to record his best thoughts in the best manner. It does not frustrate him with the necessity of instantly comprehending and instantly replying.

3. It cuts off all communication with the examiner, and affords absolutely no assistance. The pupil takes the

question as he finds it, and is entirely self-dependent in answering.

4. It leads teachers to make free use of written reviews, a practice that develops facility in composition, and promotes accurate scholarship if proper criticism and suggestion follow a critical examination of the written exercises.

5. It admits deliberate care in the preparation of questions, and in weighing the just value of answers.

6. It gives tangible form to the ideal of the examiner, so that the teacher, by scrutinizing the questions and marking, can compare standards and derive profitable suggestions for future guidance.

The disadvantages are:

1. The pupil must stand or fall by his record. His immaturity, and consequent limited experience in composition, may betray him into absurd and ludicrous expressions. Technical terms and phrases get sadly mixed in over-taxed memories, and sometimes, in sheer desperation, the child scrawls them down, reckless of their unfitness to represent his thought. Hence, he often finds, when it is too late to apply the remedy, that his words and thoughts have little in common. One of our teachers, after a written exercise in which the question occurred, asked a boy why the drops of water are thrown from a wet garment, by shaking it. He replied, "The motion of the garment was arrested by the hand, while that of the drops continued, because the adhesion was not strong enough to overcome the inertia." The written answer was, "Because it had not soaked in."

2. It makes no allowance for idiosyncracies or for physical conditions. The bare thought that he is making a record of such grave import, may unnerve a pupil so that he cannot marshal his mental forces. True, mental discipline is an element of education, but it is an element of exceedingly slow growth. Some pupils rank high in written exercises, who seldom appear to advantage in an ordinary recitation. Others, uniformly excellent in recitation, seldom do well in written work. Still worse, the dullard of the class may surprise you, in a written examination, by out-ranking his best classmates. In the examination of the first class that I presented for admission to our High School, a girl who, in every respect, was the weakest member of her class—especially in mathematics—ranked highest in that study; and a boy who had led his class in everything through the entire year, ranked lowest. Her average was 77; his, 27. This is but one of very many instances I have known in which untoward influences have prevented written examinations from making a just showing for pupil and teacher.

3. It places at a special disadvantage those who are but partially conversant with our language. These may struggle like heroes through oral recitations, and be appalled at the task of writing.

4. It induces too much written work for the purpose of training pupils to write creditable looking papers; it tends toward too much testing and too little instruction, and turns the teacher into a marking machine.

5. It requires unceasing vigilance to prevent dishonest pupils from casting stealthy glances at a neighbor's work, and making an undeserved showing by stolen assistance.

Noting carefully the advantages and disadvantages of each method it is obvious that the exclusive use of either

is not expedient. A judicious combination of both is most satisfactory. The oral is needed to make proper note of quickness of apprehension, of retentiveness of memory, of fluency in reply, and of personal bearing; the written, to bring out the value of sober second thought, neatness and orderly arrangement, power of condensation and general facility in composition.

In primary grades the oral method should be used more than the written. As the grades advance the written should receive increasing prominence, but never to the entire exclusion of the oral, in grammar schools. If a pupil falls below the passing average (in a written examination) by reason of a low per cent in one or more studies, he should receive an oral examination in these studies, supplementary to the written, and his standing estimated from both. The examiner can thus determine whether the failure in the written work was the result of ignorance or of temporary embarrassment, and whether promotion would be a gain or a loss to that pupil.

Method of conducting oral examinations.

It should differ materially from the ordinary recitation. There should be no effort to *instruct*, though some instruction may incidentally result. The questions should be framed with just as much care as in written examinations; they should be definite, searching and comprehensive. Every answer should be carefully weighed and receive a definite credit, and the aggregate credits thus given should constitute the per cent. earned. It is not safe to trust to general impressions because they are liable to be influenced by the personality of the pupil. Errors should usually be passed without notice, so that the independent thought of the pupil may appear. Great care should be used to make the child under examination feel at ease, and I know of nothing that will do more in this direction than that the examiner really shall feel anxious to have him do his best, and convince him, by tone and action, that he does feel so. Give an encouraging word to the timid and hesitating; wait patiently for one whose mental fibre is such that he needs time slowly to trace out his thoughts before he can raise courage to speak.

—F. Hanford.

(CONCLUDED NEXT MONTH.)

FEMALE TEACHERS IN PUBLIC SCHOOLS.

In times past teaching as a pursuit for women was confined to the nurseries of private homes of opulent families, and followed by sad and weary and buffeted governesses, only as a means of self-support. And this work was only endurable at the best, and depended upon the amiability or the reverse of the employers, for the little grains of comfort or burdens of weariness found in it by the employee. Of course, under such circumstances there could be no love for the work, nor pride in its achievements, nor comparison of excellences. It stretched away in the distance like an arid plain with oases rare and wearisome to gain, and only in a far away horizon did any, hope lay because there might be found the terminus.

But this nation has always been full of a free, fearless, longing, far and out-reaching grasp, after that which is best, and pays, whether in education, religion, science or politics. And thus it has naturally remained for our land and our people to offer opportunities for work and culture to women beyond all other lands and all other people.

That economy which demanded cheap labor as a saving institution, may have led to the opening of school-room doors, which might otherwise have forever remained closed, and so woman's grand opportunity for demonstrating her special adaptability as an educator have never come, does not matter. Only with what is, are we at present interested, not with what might have been.

To-day nothing lies nearer the great American, public heart than the excellence of its public schools, so much so, that even the evil spirit of parsimony has been crushed, and no longer can it be claimed that the people are unappreciative or whimsical or unjust. So there has come to pass an emancipation for teachers and the taught, and the school-master of literature whose multiform comicalities and eccentricities, not to say barbarities, has passed into history, a department which is presided over by a scribe, who notes only the shadows on human lives. And let us hope the ghost is so well laid as never to rise again for any caricaturist.

Woman has, through her many excellences and rare adaptability to the work, done much toward rescuing the profession from the ignominy that formerly clouded it. That she is thorough and patient and earnest, has ceased to be an experiment. She has followed the work through all its vicissitudes with a singleness of purpose and self-abnegation which would be remarkable were the instances not so frequent.

She is equally faithful to her trust, whether in log cabin, in a leaky, wind-riven shanty of the back woods or barren plain, or in the sweet village nest or stately city edifice. In short, every where, in season and out of season, stands she, our faithful teacher, crowned with the sweetest of heaven's gifts—love—and arrayed in a panoply of modesty and usefulness. How often has this come under your observation? The young lady finishes her course of High or Normal school training. She passes the usual examination satisfactorily, and comes to your school a teacher. She possesses that usual stronghold of beginners, a well-filled note book. But she is innocent of the best knowledge, viz: self-knowledge, and so has no consciousness of power. But directly her work rises before her in sixty quizzing faces, and twice as many restless hands and feet. No thought of note book now; but with intuitive sense she feels that she is of more interest than slate and book, and so talks to them of this and that, and lets them study her ways a little, till she knows she can ask their attention to work, being sure of obtaining it, and then she arranges her surroundings neatly and slowly, and lo! our little copyist, tired of his task imitates his teacher, and again she assigns him work, and again he tires, and so the hours go on. But she with her nice example and inimitable task-setting never loses her self-control nor self-respect and grows day by day in power and wisdom as does the pupil before her. And as months speed away into years she works on in the exercise of such patient forbearance, such unflinching attention to her duties, such courteous deference to all around her as binds in tenderest admiration and affection the hearts of her pupils, making obedience, delight.

The mistakes of one term she conscientiously corrects in the next, which, since they were errors of judgment, can be corrected by judgment. And who shall say that after going successively through the different departments of a

school, this same school girl, now a thoughtful, earnest woman, may not take the oversight of a school and be a fitted guide to those who shall trace again the lines in which she followed?

That woman is eminently fitted naturally for dealing with young children, has always been universally admitted. The minutiae of the labor never was known to appal her. Her sweetness and faithfulness have stood her in hand, lo! these many years. That mothers might care for and advise their sons and daughters in their teens, has never been doubted. That she might advise her son of twenty or more years, has been thought quite desirable, and far more desirable that he should heed her counsel; in short, so long as mother is mother, and son, son, there should never come a time when the confidence or admonition cease.

So in literature, women in earlier time might write the little rhyme, or tell the simple tale of romance and child's story; but in time she reached the loftiest plane of thought, and all now do her reverence there.

And so must it be in the department of education. Step by step she must win position, not in any, but the fairest and most deserving fashion. There must be need of her services, and she must need the work to do. She alone must dispel the idea of inefficiency. Wherever she has been willing to forego idleness and pleasure, she has succeeded; and her discouragements in the future, as in the past, will be in, and of, herself.

For many years the work has been that of the unskilled artisan. Now we are in the morn of a better and brighter day, and the night of our discontent is passed. There has grown up a real liking for the work, and pride in the success of it, and although it does not always "put money in thy purse," it opens a way for honorable maintenance not to be overlooked, and a degree of influence and usefulness which neither rank in situation nor amount in compensation will increase or diminish.

Faith, which has been defined as the substance of things hoped for, the evidence of things not seen, and ranked by the Emersonian school of philosophers above the faculties of reason or imagination, will help encourage the teacher of the future, and may be considered an equivalent of money in more ways than one.

As one of the external helps for us in the good time that is coming, we may hope for better graded schools and better graded work for the teacher. The work more simple, but more intense; less to be skilled in, but better skilled in what we do attempt.

The Normal Schools are doing something towards creating a higher standard of excellence in teachers, but not yet enough. It should not be as elementary as at present it is compelled to be, but more thorough and scientific. If I may speak from the observation of one year, I should say our candidates from the Normal are too theoretical; too little individuality: too much note book, and too little common sense. Each is a sample of the other. The exception is as one to six with us.

The age is full of personal independence, and any teaching which harrows or trammels with rubbish, or makes timid, is not in accordance with the spirit of the time. And when one is useful and strong as a teacher in spite of the schools, one might say, "If their counsel be of men, it will come to naught; but if it be of God, ye cannot overthrow it."

As an essential help to the teacher, nothing exceeds the present system of examinations. This enables her to be a competitor for any situation without any Civil Service Reform Bill at her back. Let these examinations be more frequent and exhaustive. More to ascertain the skill and tact of the teacher, practically, and less to ascertain obscure historical dates and antiquated facts. Let the teacher encourage educational gatherings by her presence and example. Let her avail herself of the opportunities for improvement by reading the educational journals, and writing out in detail, occasionally, that which her observation or experience has taught her to be true. All this for her own and her profession's good. Combine all that this preparation will do for our lady teacher, with her conscientiousness and many already named excellences, and you have an idea of the teacher of the future. And should she not have achieved all perfection and grace for herself, nor secured all the emoluments of her useful and dignified office, there need be no sorrows, no abatement of self-respect, nor less of refinement. 'Tis

"Better to climb to the mountain,
Though in its snows we should perish;
Better to soar with the eagles,
Though we should die in the flight."

Finally, that very quality which is sometimes ascribed to her as a mark of inefficiency, will be better appreciated, viz: attention to apparently trivial things. Some one has wisely said that the proper administration of justice in minor courts and minor cases has more to do with preserving the peace of society, than the influence of the higher courts in their decisions. So in school discipline the untiring watchfulness of the lady principals of our public schools, in minor matters, accounts, in a considerable degree, for their marked success.

The mastery of a school no longer depends upon force, but upon wit. As we admit that there comes no time in life when our mother may not instruct and influence her children, so must it be with that *in loco parentis*,—a wise, womanly teacher.

And again, if it be best, as we think it is, for the young teacher to be inducted into her work by a careful, appreciative woman, so much more must it be for the interests of a school, of parents who support that school, and finally of society at large. It is admitted that they secure good work, prompt, cheerful attention to it, and can easily perform an amount of work that ten years ago would have seemed incredible.

"Silent, like men in solemn haste,
Girded wayfarers of the waste,
Pass we out at the world's wide gate,
Turning our back on all its state.
We pass along the narrow road
That leads to life, and bliss, and God.

"No idling now, no wasteful sleep
From the teacher's toil our limbs to keep;
No shrinking from the desperate fight,
No thought of yielding or of flight,
No love of present gain or ease,
No seeking man or self to please.

"What though with weariness oppress?
'Tis but a little, and we rest.
The throbbing heart and burning brain
Will soon be calm and cool again.
Night is far spent, and morn is near—
Morn of the cloudless and the clear."

—*Esther M. Sprague.*

SELECTIONS.

INSTRUCTION.

The education that the public schools aim to give may be classified under two general heads, viz., instruction and discipline. That education would be narrow indeed which would only consist of filling the youthful mind with knowledge sufficient to enable the child in manhood to transact the common affairs of life. Instruction is a means to an end. The object is two-fold—to direct the child how to use his faculties, and to impart knowledge. If the educator were only required to cram the mind of the child with facts, and to give the ability to use these facts when he takes upon himself the burdens of active life, there need be little discussion about methods of imparting instruction. But the instruction which the teacher gives is to be in conformity with the laws of mental development; and to be the means of training the child to habits of thought, as well as to give a knowledge of things, and to lead him, by the exercise of his own mind to gain for himself, under the eye of the teacher, the great truths of natural and moral law, which will lead him to respect and to obey the divine law of right. A few facts acquired by a child's observation, upon which he is led to exercise his own powers of reasoning, are worth more than many imparted by the teacher. A very short time is necessary to teach a child to read mechanically, to perform the processes in arithmetic useful for ordinary business transactions, and to speak and write his vernacular tongue well enough to make known his feelings and desires; but to train him to interpret well the thoughts he hears and reads, to understand the reasons of processes and their higher applications, and to express himself clearly and elegantly in spoken and written speech—all of which are essential to make a man what his Creator intended him to be—a thinking, living being, acting from the deep impulses of his own soul—requires long years of careful and thorough training.

—*Supt. Stevenson's Report, Columbus, Ohio.*

CRAMMING.

The practice of *cramming*, or of studying just for the recitation or for examination, is most baneful to all thorough culture. It is exceedingly easy to form the habit of learning merely for the occasion; and the sure result is the fatal stunting to all mental growth. We knew a man, liberally educated, who told us that he could take up a book the second, third, fourth time, and read it without knowing he had ever read it before. His ideas flowed through his mind as through a sieve, and left no deposit. The explanation of the fact that there is so little mental growth after the years of study and education are passed in so many persons, is simply this: that they have formed the habit in school and college of *cramming*, of observing, reading, hearing, only for the hour, for the coming recitation or examination, and their observation, their reading, their hearing, in after life is determined by this vicious habit to be of the same transient character. If, on the other hand, the habit has been carefully formed in early life of making a permanent treasure of every new acquisition, the after life would witness an unceasing and an ever increasingly rapid growth. Now, while it is true that memory never dies,

and that even the faintest impulse, to its own degree, affects the mind's position and power ever afterwards, it is equally true that relatively speaking, the faint impulse, the dim, half-formed thought is worthless. The teacher should, therefore, as a matter of conscience, see to it that his pupil, ever and always, in acquiring be not only wakeful, so as to acquire with interest and energy, and never be left till clear, distinct, and thorough apprehension of the subject in hand be attained, but also be impressed with the idea of so learning as to be able to hold and use for all time.

—*College Courant.*

ORGANIZATION.

The progress of schools in this country is measured at every step by the progress in thorough organization and the establishment of minute supervision. The principle of division of labor is advantageously used. A good supervisor relieves the subordinate teacher of the feeling of responsibility to such an extent that she is able to devote her time more fully to details. The supervising principal is able, by well directed assistance and advice, to strengthen a weak teacher, and in a short time to secure good work from her. We have many examples, in our schools, of radical cures of this kind. Teachers who have failed for years have, under careful supervision, developed into good teachers and remained such. After their reform they have exhibited great skill in the application of their strength. Previously they had wasted what little power they possessed in trying to accomplish results by wrong methods. They had, for example, stood before their scholars and ordered silence, addressing their command to the whole school, and thus paralyzing their whole effort. They had undertaken to check gross disorder by wholesale punishment or by scolding the entire school. Their strength not being equal to the task of forcing all the pupils in a mass, they had lost confidence in themselves and settled into a kind of apathy, broken only by spasmodic attempts to secure discipline. The supervisor's first lesson to them was the requirement that they should notice little things and small beginnings; become attentive to minute formalities. Discipline is made up of these minute formalities, and when the teacher has learned how to repress her inclination to scold or punish indiscriminately, and has acquired the habit of noting the manner of performing the smallest formalities, she is on the way toward success. No teacher is strong enough to force a whole school at once—to control it at arm's length. But no teacher is so weak (such is our experience) that she cannot have good discipline by insisting upon the performance of the minute formalities. A wise teacher will conquer the chaos of arbitrariness and caprice by introducing order in little things, continually formulating what is accidental and irrational into the universal and reasonable. The teacher who is strong enough to secure the performance of one of these small formalities can secure everything by persistence.

The system of supervising Principalship has done more to equalize and elevate instruction and discipline in our schools than all other things combined.

—*Supt. Wm. T. Harris.*

THERE ARE 95 lady students in the University of Michigan: 59 in the University of Boston.

ORAL INSTRUCTION.

WE cannot do our readers a more grateful service than by presenting the following admirable discussion by Supt. Hancock, Cincinnati, of oral instruction, a subject that has exercised the Chicago Principals' Association for two months. He says:

Cincinnati was among the first of the cities of the country to adopt those methods of instruction which have been variously termed the "New Methods," the "Development Methods," or the "Natural Methods." Since then her school authorities have never doubted as to the superiority of these methods over the old. That there still lingers in our schools an unreasoning adherence to the traditional methods, with their dull, mechanical routine, is too true; but as the years go by they are losing their hold more and more, and our teachers are growing into nobler ideals of their work, and are forming truer conceptions of the relative values of the branches taught and of the methods of teaching them.

The time has arrived in our schools when, as it seems to me, we may point out some of the errors into which an oral course of instruction with object lessons as a part of it, is likely to run, without danger of mistaking the criticism for hostility to the course.

One error is the attempt to adhere to the oral course too long. The object method, from the very nature of things, dispenses largely with the use of books, and relies on oral instruction almost exclusively. Now, in the primary grades of schools—that is, in the first three or four years of the child's school life, this method of teaching can not be too highly estimated. It is in these grades that the pupil needs and must receive the energizing influence which comes from contact with a living teacher, and which comes not from contact with dead books. Thus, through the tangible and easily understood things of the natural world, the child is gradually led, without violence, into the artificial world of books. Again, in the period of university education, is the oral method, which is not there a method of training, but takes on the form of the lecture, particularly appropriate. The student there has already learned to handle books and draw sustenance from them, and needs not the inspiration gained in the primary school from the material world as interpreted by the teacher, but that grander moral inspiration that comes from contact with a full and powerful living mind when engaged in the discussions of questions which call into activity all its highest powers.

Between the primary school with its oral methods and the university with its lecture system, there lies the great middle ground of the grammar and the high school, and in these two grades of schools are text-books most profitably used. In them is acquired not only the ability to use the faculties of the mind to the best advantage, but a thorough knowledge of how to get information out of books; but, though this great middle ground is the ground where text-books are most profitable, it by no means follows that the methods of the primary schools are to be entirely discontinued. On the contrary, the same habits of close observation with reference to classification and generalization, the same accustomed grasp of the concrete illustration are to be applied to the investigations of the higher schools. The extreme to be avoided is of fussing around among dry facts in a Gradgrind kind of way, until the mind, from long disuse of the wings of fancy, loses the power for a bold flight into the higher regions of abstract reasoning and speculation. Nothing is so important to the young child in the beginning of its educational career as to feel solid ground beneath its feet at every step. Such a feeling gives confidence, boldness, and certainty. But the time comes when that child shall be called to grapple with thoughts not directly connected with material things—thoughts of the imagination, beautiful, grand, indistinct, and elusive—and yet other thoughts of duty, of immortality, and of God. Such thoughts he can not shut out of his mental world, if he would, and ought not to shut out if he could. And as he shall grasp these thoughts firmly and define them sharply, inasmuch shall he differ from the

uneducated and the ill educated. For the cultured mind not only has the thoughts which are common to the general mind, in their correct and well-defined outlines and in their harmonious relations to each other, but it becomes a seer, having visions of things invisible to the common sight—visions of things having but a remote connection, at most, with the facts of the external world.

But object teaching may have method, or it may have none. I only appeal to the experience of all intelligent educators who have had an opportunity to observe the object lessons given in our schools by teachers who enter upon them as a disagreeable task set them by their board of education, when I say nothing more fragmentary could be imagined; and nothing could contribute more to stultify the intellect, unless it should be the cramming of words unconnected with ideas, which was so prominent a feature of the ancient regime. The course of presenting to children a mass of detached facts, having no logical relation to each other, is a sort of "No Thoroughfare." They enter upon it expecting to end their journey in some pleasant house of learning, and they come out—nowhere.

There is no principle in education more firmly established than that the several steps in a course of instruction should be connected together in a perfectly logical chain. In other words, the lesson of to-day should not be given as something separate and complete in itself, but as having an intimate connection with the lesson of to-morrow. Yet I will venture to say no principle is so constantly violated by teachers in every grade of schools, and who have adopted the most widely divergent methods of instruction.

But permit me to set forth somewhat more clearly and specifically some of the errors that accompany our methods in object lessons. It seems to me, in the first place, that too much time is often spent upon things that are already quite familiar so the pupil. Every observing teacher knows that children can be forced, however desperate the effort, only up to a certain pitch of excellence in their lessons, and that perfection can not be reached. But all observing teachers have not discovered the cause of this. The cause lies in the constitution of the mind itself. A too frequent presentation of the same thought wearies, and finally disgusts. The child may con over its lesson the second or even the third time with interest, but at the ninth or tenth all interest will have been lost, and all activity of mind, in connection with that lesson, will have ceased. More repetitions could have but one effect—to stultify the intellect. From this constitution of the mind it arises that the child can concentrate its powers on a lesson only long enough to reach a certain maximum result, and all effort of attention beyond this will add nothing to that result. And just one thought growing out of this: Courses of study may be made too short as well as too long. A six months' course spread over a year will give, from the principle just enunciated, but little higher results, on examination at the end of the year than would have been attained had the course been finished in six months and the examination made at the end of that period. Nothing is worse than playing at study, and trying to make believe that it is earnest, driving right along to a certain goal.

To take then, for lessons, day after day, a succession of objects not extraordinarily interesting in themselves, which the child constantly meets and is as familiar with as the teacher herself, must soon dull the keen edge of curiosity and become as sapless as the manifold repetition of words without ideas under the old system. Not that familiar objects are to be objected to at all times as a basis for lessons. There are purposes for which they are peculiarly adapted—oral language lessons and composition, for instance. But when they are used, except for the purposes just named, their obvious features should not be dwelt on, but the qualities that lie hidden away from the penetration of the untrained observer should be clearly brought out; and whether the object be a familiar one or otherwise, such an unfolding of hidden qualities will require a special preparation of the lesson on the part of the teacher. What an unenviable position does that teacher occupy, who, without having given a moment's thought to her subject, stands before her class to give an object lesson! In a very few minutes she exhausts herself and her knowledge, and

sits down in a blind vacuity of mind pitiable to behold. And there are others, more ingenious, but no better prepared, who prolong the lesson by sudden and widely divergent plunges into the realms of the inane and commonplace, and return thence with little unconsidered trifles of information which could never be of the least possible use or interest to any intelligent creature.

The faulty teaching which fails to connect together the several lessons of a series in a complete logical chain has already been spoken of. Teachers of object lessons are peculiarly liable to fall into this error. The teacher who takes a piece of chalk for the lesson of to-day, a sponge for that of to-morrow, the human body for a third day, a piece of ice for the fourth, and a school-bag for the fifth, may amuse her pupils and train them to habits of observation after a sort, but the general result will be of comparatively small value. Pupils are learning nothing as they should learn it. No succeeding step is the easier for the one that went before it. No foundation for future scientific culture is laid, and no method of scientific investigation followed.

And yet another fault in giving object lessons may be noticed. Children are not only permitted, but are encouraged to guess too much. As a consequence but little thinking and much wild and ridiculous answering are done. To this may be added much valuable time worse than wasted. They are asked to guess how words they have never seen and perhaps never before heard are spelled, the words often being spelled in a dozen different ways before the correct orthography is reached, each incorrect spelling, of course, making its impression on the mind, and rendering future incorrect spelling the more probable from these efforts. In giving oral instruction the teacher is too apt to take the burden of the lessons upon herself. She makes the ways of learning exceedingly easy. She divides and subdivides every difficulty until the weakest intellects find their way through it with little effort. She sees for her pupils, and she thinks for them. The joy of finding out things for themselves, after a severe wrestle for it, those pupils never know, and they grow daily less inclined to struggle with difficulties. No healthful glow comes to their minds from a vigorous exercise of their faculties. In other words, their intellects are kept constantly in leading-strings, never being allowed to go abroad unattended. The overmuch talking by which this is accomplished either excites in pupils a high nervous tension, healthy neither to body or mind, or they become utterly indifferent to it. They are, too, almost constantly engaged in recitation, and have no time to steady down to quiet thinking. The wise teacher talks no more than is sufficient to direct the minds of her pupils to their proper field of labor, and explains only such difficulties as her experience has shown that scholars can not, without a waste of time, overcome for themselves. She teaches them how to pry into nature and find out her wonderful secrets by using their own brains and eyes instead of those of their teacher.

No one appreciates more highly than I the object method of teaching. The years in which I have observed its workings have only confirmed my belief in its excellence. What I have said has been said to call the attention of teachers to defects which do exist, and which ought to be remedied. These teachers need not to be assured that the new method may readily degenerate into as dull and mechanical a routine as the old. If, then, these remarks shall have contributed any thing to arouse delinquent teachers to make a more thorough preparation for their work, and to bring to it that broad intelligence and unflagging enthusiasm, without which any method of instruction, however good, must be barren of valuable results, my object will have been accomplished.

Those desirous of securing homes in the beautiful suburb of GLENCOE, one of the most attractive of the many retreats from the din of the city, are invited to do so by the advertisement of Culver & Johnson, on the fourth advertising page, which see. This is exclusively for the benefit of the city teachers.

NOTES.

A POET is a necessity to every well-regulated school. It has been supposed by many that the High and the Wells were the only schools in the city whose organization (or *anatomy*, as the young *medicus* would say) was perfect in this direction. But this is an error.

Rushing into the study of one of our friends, the other day, with an earnest demand for MS., we found him polishing the 81st stanza of the XLIX book of a poem, of which we slyly abstracted a few stanzas. Here they are: we think the subject, of this part of the poem, at least, must be

CO-EDUCATION.

Poor Doctor Clarke
O'ershot the mark,
When he pitched into co-education;
The women, he finds,
Are speaking their minds
To him, from all parts of creation.

And no kind word
Is ever heard,
Though never so long we have waited,
For the wretched M. D.
Who claimed to see
That they couldn't be co-educated.

At Brackett's call
Came Cheney and Dall,
And others, whom you would know by
Their sounding names
To be learned dames,
Such as Mary Putnam Jacobi,
M. D., who talks
Like a "Prof." and stalks
Through the Doctor's illustrations,
With much to say
Of ganglia
And of cerebral stimulations.

Ah! Doctor Clarke,
You missed your mark,
When you the young women berated:
For each mother, you find,
Has made up her mind
That her girl shall be co-educated.

TO THE MEMBERS OF THE PRINCIPALS' ASSOCIATION, CHICAGO:—*Kind Friends:* It is very gratifying to know that we are fully appreciated in our labors, and especially by those who are competent to judge impartially.

I feel in all that I have attempted in my special work in our schools, that I have always had the hearty co-operation of you all.

Such uniform kindness has always been a source of great pleasure and has filled my heart with gratitude.

In the Complimentary Concert which you have given me, I realize all that is in your hearts and find myself unable to express to you all that I feel.

If my life is prolonged I will endeavor in all my future, to show you that I appreciate this expression of your sympathy for me and my family. Yours fraternally,

E. E. WHITTEMORE.

56 PARK AVENUE, CHICAGO, June 24, 1874.

THE annual election of teachers for the Chicago Schools occurred on the 26th ult. Fourteen of the fifteen members of the Board were present, and nearly every teacher balloted for received a unanimous vote. We would respectfully suggest a briefer way of managing the matter, viz: to instruct the clerk to cast the vote of the Board for the whole corps. It would be a great saving of time.

WE COMMEND to whom it may concern the following extract from a sermon by President Smith to the saints in Utah.

Very little pains will make a school-room comfortable, and I wish to stir up parents to the importance of visiting the schools and seeing what their children are doing, and what the teachers are doing, find out whether the little fellows are sitting on comfortable seats; whether they put a tall boy on a low seat, or a boy with short legs on a high seat, making him hump-backed. The happiness and prosperity of the whole life of a child may be a good deal impaired while attending school, through a blockhead of a teacher not knowing enough to get a saw and sawing the legs of the seats his pupils sit upon, so as to make them comfortable. It is the duty of the people to look after the comfort of their children while at school, and also to procure proper books for them; and to see that the schools are provided with fuel, that in the cold weather they may be warm and comfortable.

THERE MUST be something wonderful in the atmosphere of the Yo Semite Valley, or in the skill of San Francisco photographers. The finest photographic views we have ever seen, the finest in every respect, ornament the rooms of Ed. Cook, 133 and 135 State st. They form a gallery of art worth visiting; and Mr. Cook is kind enough not only not to be annoyed by visitors, but to welcome them to a view of his treasures of art. We will not attempt a description of the wonderful scenery which is so wonderfully reproduced. Go see for yourselves.

An inclination to smile gave place to a feeling of admiration for the earnestness of the Nebraska teachers, upon our reading the circular of their State Superintendent announcing times and places for Teachers' Normal Institutes. He says: "Board and lodging will not exceed \$3.00 per week. Rooms will be free to those who desire to board themselves. Those who desire to board themselves must bring their own bedding. A straw tick and a few sheets or blankets are all that will be needed."

We venture that no more earnest work will be done this summer than that of these Nebraska teachers, who bring "their own ticks and sheets," and board themselves, while laboring for self-culture during the long hot days of July and August. Success to them.

HAS Herbert Spencer had his pocket picked? Or is there a tradition in his family that one of his ancestors was robbed, by a brother savage, of his canoe and spear, when the great Julius landed in Britain? Hear him, in his great work on Sociology: "The Tahitians are thieves: but not greater, if so great, as Englishmen under similar circumstances."

SEE contents of next number of THE TEACHER.

NATIONAL EDUCATIONAL ASSOCIATION.

PEORIA ILL., May 11th, 1874.

THE fourteenth annual meeting of the National Educational Association will be held in Detroit, Michigan, on Tuesday, Wednesday and Thursday, the 4th, 5th and 6th days of August next. A cordial invitation has been extended to the Association by the Governor of the State, the Mayor of the city, the State and City Superintendents of Public Instruction, and the Board of Education of the city. The use of assembly-rooms for the sessions of the Association has been tendered by the city authorities.

The following is an outline of the programme for the meeting:

GENERAL SESSION:—Report of the Committee on *Upper Schools*—the subject of Dr. McCosh's paper last year. Rev. George P. Hays, President Washington and Jefferson College, Pa., chairman of committee. *A National University.* President A. D. White, of Cornell University, is expected to present the leading paper on this subject. *Sex and Education.* It is intended that there shall be an opportunity for a full discussion of this subject by exponents of the leading views concerning it. Dr. Edw. H. Clarke, of Boston will present the first paper. Of the evening addresses one will be delivered by Wm. R. Abbott Esq., of Bellevue, Va. Subject—*The Profession of the Teacher.*

DEPARTMENT OF HIGHER EDUCATION.—1. *The Elective System in Colleges and Universities.* Prof. A. P. Peabody, Harvard College. 2. *Co-education of the Sexes in Universities.* Prof. J. K. Hosmer, State University of Missouri. 3. *University Endowments.* Hon. J. B. Bowman, Regent of the University of Kentucky. 4. *Classical Studies in Higher Institutions of Education.* Prof. James D. Butler, Madison, Wisconsin. 5. *Plan of the University of Virginia.* C. S. Venable, Chairman of the Faculty of the University of Virginia.

DEPARTMENT OF NORMAL SCHOOLS.—1. *Report on the Actual Courses of Study of the Normal Schools in the United States, together with statistics relating to such Schools.* John Ogden, Associate Principal of the Ohio Central Normal School, Worthington, Ohio. 2. *What are the Essentials of a Profession; and what must be the special work of Normal Schools to entitle them to be called Professional?* Larkin Dunton, Head Master of the City Normal School, Boston, Mass. 3. *Method and Manner.* Louis Soldan, Principal of the City Normal School, St. Louis, Mo. 4. *Training Schools in connection with Normal Schools.* Report by the chairman of the committee, J. C. Greenough, Principal of the State Normal School, Providence, R. I.

DEPARTMENT OF SUPERINTENDENCE.—Report of the Committee on *Uniform plan and form for publishing the principal Statistical Tables on Education.* T. W. Harvey, State Commissioner of Common Schools, Ohio, Chairman of Committee.

DEPARTMENT OF ELEMENTARY SCHOOLS.—*Several Problems in Graded School Management.* Hon. E. E. White, Ohio. *Language Lessons in Primary Schools.* Miss Keeler, Cleveland, Ohio. *Science in Elementary Schools.* Dr Armstrong, Principal of the State Normal School, Fredonia, N. Y. *What shall we attempt in our Elementary schools?* Mrs. A. C. Martin, Boston, Mass.

RAILROADS, HOTELS, ETC.—All the railroads leading into Detroit have declined to make any reduction of fare save the Detroit and Bay City, the Grand Trunk, and Great Western. The Bay City will carry members at half fare. The committee are not yet prepared to announce the terms agreed upon with the Canada roads. Announcements will soon be made in those sections of the country reached by them.

The Northern Transportation Line of Steamers will carry members from Chicago to Detroit and return for \$14.00 for the round trip. Teachers desiring to go by this route must apply to Hon. J. L. Pickard, Superintendent of Schools, Chicago, for a recommendation to the company. Mr. Pickard's office is at Nos. 84 and 86 LaSalle street. Tickets for round trip are good for the entire vacation.

Rates of fare at the different hotels in Detroit will be to members of the Association as follows: Russell House, \$3.00 per day; Biddle House, \$2.00 to \$3.00; Michigan Exchange, \$2.50; Antisdell House, \$1.50; Franklin House, \$1.50 to 2.00; Cass House, \$1.50 to 2.00; Howard House, \$2.00.

DUANE DOTY, Esq., Superintendent of Schools at Detroit, is Chairman of the Local Committee.
A. P. MARBLE, Sec. S. H. WHITE, Pres.

EDUCATIONAL INTELLIGENCE.

ILLINOIS.

MISS ABBIE N. WARD has resigned the Head Assistantship of the Cottage Grove school to accept a position in the schools in the Argentine Confederation, South America. Miss W. was presented with a beautiful gold watch by the teachers and scholars of the Cottage Grove, which will be a constant reminder of the good time she had in Chicago. Nearly seven years ago Miss Ward entered upon her duties as an assistant in the Dore School, and has not only worked her way up to the post just vacated, but has won the love of her pupils and the esteem of her fellow-workers in every position which she has occupied. May she be as successful south of the Equator as she has been north. The best evidence of the progressive spirit of this rising young State is the almost absorbing interest shown by its Executive and Legislature in the education of the people, and wisely believing that the prosperity of a state is based upon the intelligence of the masses, their policy looks to the employment of accomplished and educated teachers. We congratulate the Confederation in securing the services of Miss Ward, who carries with her the kind sentiments of THE TEACHER. We shall hope to hear from Miss W. with such educational intelligence as will be of rare interest to our readers.

WE notice with pleasure in the report of the last meeting of the Board of Education the re-election of Mr. S. H. Peabody to a position in Chicago High School. The city of Chicago should never have permitted Mr. P. to engage in work elsewhere, and much less so since it was a matter of a few hundred dollars. The most wasteful economy in school provision is that narrow policy, forced or otherwise, that permits a more enterprising management to step in and carry off the talent that most adorns our profession. In Mr. P.'s re-engagement the Board of Education is true to its policy of considering the interest of the people, as holding the first claims to its legislation. Mr. P. has added to an already well earned reputation both as a teacher and an author since his connection with the Massachusetts Agricultural College, and we give him hearty welcome to the old love.

J. W. STEARNS, Professor of The Latin Language and Literature in the Chicago University has just tendered his resignation to accept a call to The National Normal School of the Argentine Confederation. The University loses and the Normal School will gain an able, learned and faithful educator. The Professor carries with him the traditional "slipper" of the Trustees in the shape of a graceful and flattering testimonial to his long and efficient services as a teacher and a gentleman.

MRS. WILLING, of Bloomington, Ill., has been put forward by the Prohibitionists as a candidate for State Superintendent of Public Instruction.

MISS FRANCES E. WILLARD has resigned her position as Dean of the Woman's College in connection with the Northwestern University at Evanston. A difference of judgment between her and President Fowler as to the management of a school of young ladies, is assigned as the cause, though Miss Willard received the indorsement of the Board of Trustees who, in accepting her resignation, conveyed to her assurances of their continued confidence.

THE Teachers' Institute held in Channahon, Will Co., Ill., on the 18th and 19th, under the direction of Mrs. McIntosh, Co. Supt., was well attended by the older scholars of the school, and by quite a number of the citizens of the place. There were but few teachers from surrounding districts. The Institute was conducted with great efficiency and success.

THE Board of Trustees have just settled in a satisfactory manner the difficulty attending the management of the Chicago University, by the unanimous election of the Rev. Lemuel Moss, D. D., as President, and the Rev. J. C. Burroughs, Chancellor, at a salary of \$5,000 each per annum. We wait a success to this honored institution.

OHIO.

MR. ALEX. FORBES, a most successful agent for the Publishing House of Scribner, Armstrong & Co., has been tendered the principalship of the City Normal School, of Cleveland, just inaugurated, salary \$2,500, which he accepts. The many friends of Mr. Forbes will congratulate the city in securing the services of a man so abundantly qualified to give professional training to the students in its Normal School, of which we hope to hear good things.

BY A RECENT vote of the Board of Education of Cincinnati, Mr. J. B. Peaslee, Principal of Second Intermediate School, was elected Superintendent, *vice* John Hancock, retired. Whatever may be said of the present incumbent, and we know him to be a scholar and a man of great energy of character, the Public Schools of Cincinnati owe a debt of gratitude to Mr. Hancock, who has labored in season and out of season to make them second to none in the country, and whose success is as signal as his abilities are rare as a superintendent. The whole system of instruction has been remodeled and most thoroughly grounded upon correct principles, by his untiring efforts and judicious administration; and the enviable standing of the schools to-day is a sufficient warrant of his abilities as an educator. We are not informed of the occasion of his retirement, but we hope to hear of Mr. Hancock in a position commensurate with his worth as a gentleman and a teacher. We give hearty greeting to Mr. P. who has, by unremitting labor and faithful service, won the deserved distinction of an election to this high position.

MISSOURI.

THE seventh annual Catalogue of the North Missouri State Normal School, at Kirksville, has been received and shows an attendance during the past year of over 700 students. This is, probably, larger than the attendance of any other collegiate institution west of the Mississippi. The graduating class only numbers some forty members, but it is claimed that from 300 to 400 teachers annually go out from this school to teach in the public schools of the State. Tuition is free, and students are welcomed from any County or State. The Catalogues, it is said, will be sent by return mail, on application by postal card or letter, to President J. BALDWIN.

MASSACHUSETTS.

THE Memorial Hall of Harvard University was dedicated on the 23d of June, on which occasion Charles Francis Adams delivered an oration, and Boston's inevitable poet, Oliver W. Holmes, furnished a hymn.

CALIFORNIA.

BY THE new school law of California it is made compulsory upon parents that they send their children to school at least two thirds of their time between the ages of eight and fourteen years of age, under a penalty of twenty dollars or more. We shall watch the experiment with no little "expectancy of hope." It will help solve the problem of compulsory education in this republic, and is therefore worthy of a fair trial and should receive fair and unbiased criticism. Let sober second judgment determine this matter in the light of developed facts.

THE TEACHER'S DESK.

A PRIMARY COURSE OF PENMANSHIP FOR TRACING, Nos 1 and 2. Adapted for use with Payson, Duntun & Scribner's National System, New York and Chicago. Woolworth, Ainsworth & Co.

These neat little books are intended to be used in schools of primary grades. The pages are filled with letters, which the children are expected to trace with either dry pen or with pen and ink. It would seem almost impossible that children should not become good writers with the use of these books. The formation, spacing and relative size of the letters are the same as in the National system, now for many years famous. Writing will be a delight to fingers unused before to this exercise, and children with a copy so perfect, will take pride in the pleasurable effort to reproduce. The advantage of this tracery method is that pupils will have no poor style to correct in after years, but in the finger movement and arm training, the muscles of both are made skillful by exercise. We shall expect to see beautiful writers in our lower grades. A valuable writing book.

OLD AND NEW, conducted by Edward E. Hale. July 1874. Published monthly, by Roberts Brothers, 143 Washington st., Boston. \$4.00 per year.

Always a welcome visitor to our desk; especially so is the July No., which is devoted to some extent "to Questions of Education, and to the criticism of books which bear some close relation to it." The educational articles this month, in addition to four very pertinent pages by the editor, are "Technical Education," by G. W. Powers; "Our Sketching Club," by Rev. R. St. John Tyrwhitt; "French and German Schools," by Ben Bolt. "Education for the Civil Service." Besides reviews of books, OLD AND NEW contains a *Musical Review* of new instrumental and vocal music. But the article which will perhaps attract the most notice is "The Protestant Theory of Authority," the fifth of a series of papers on "The Transient and Permanent in Religion"; by Rev. James Martineau, LL. D., the distinguished metaphysician and theologian.

THE AMATEUR ACTOR. A collection of choice plays for school and home. By W. H. Venable. Wilson, Hinkle & Co., Cincinnati. \$1.50.

This book consists of selections from standard dramas, with alterations, omissions and transpositions of the original text. The Introduction gives ample directions for stage, costume, management, etc., etc., from which it